

Global Leadership Competencies Hinge on "Soft Skills":

An Examination of Cultural and Emotional Intelligence

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Abstract

Purpose: This paper is a systematic review of the literature to examine how an organization in a fast-paced race to globalization recognizes the benefits of extending services across international borders. Yet, while many companies are engaging in international pursuits, some are ill equipped to capitalize on these excellent opportunities because their employees are ill prepared with leadership skills and competencies for a global marketplace. What companies need now are global leaders with the necessary competencies to enable a successful transition into the global marketplace. The research suggests that global leadership aligns closely to the transformational leadership theory as individuals who are able to motivate followers to some common goal have an advantage over those who are not able to motivate others. While it is necessary for a global leader to have the technical expertise, it is advantageous that a global leader have a combination of technical and people skills to exploit a company's competitive edge when working in a foreign market. Recently, researchers have turned their attention to these "soft skills" namely the emotional and cultural intelligence as leadership competencies befitting of a global leader.

Methodology: An evidence based research synthesis on the constructs of emotional intelligence, cultural intelligence, and leadership competencies written in English, from 1990 through 2010 and accessible through electronic management databases similar to the approach taken by Reay, Berta, and Kohn, (2009). This methodology allows the current research on EI and CI to inform the discussion on these constructs and their relations to leadership competencies. **Major findings:** The literature supports the Global Leadership Competency Model (GLC) as the underpinning of emotional and cultural intelligence as soft skills necessary for leaders to become high performers. The Emotional Competence Inventory (ECI) laid the foundation for the development of the GLC. The research bear out the assumptions that "soft skills" are the core elements of an effective global leader. **Conclusions:** Global leaders who are adept in communicating to people of different cultures, able to build trust, manage their emotions, and recognize emotions in others are in fact utilizing what this author calls "soft skills." Finally, the research question, "*How has emotional and cultural intelligence contributed to our understanding of global leadership competencies?*" was consistently supported throughout this current literature review with Goleman's conceptual framework of self-awareness, self-management, social awareness, and relationship management as the underpinning for the Global Leadership Competency model.

Keywords: emotional intelligence, cultural intelligence, global leader, global leadership competency

Introduction

International business literature has recognized that there is a need to develop global leadership competencies that will give multinational enterprises (MNEs) a competitive advantage when assigning employees to coordinate the company's worldwide activities. The literature clearly articulates that technical expertise must exist in a leader. Moreover, a robust discussion regarding the need to develop the humanistic side of a leader capable of motivating others to the benefit of the organization has begun. The research on cultural and emotional intelligence captures the development of soft skills in a global leader. The present literature review will focus on some of the key leadership competencies, explore and integrate the current thoughts on emotional intelligence (EI), cultural intelligence (CI), and their influences on global leadership. Research on "global leaders" is still maturing; however, this examination finds resonance in the expatriate and general leadership literature as a way of describing the competencies of a global leader. Finally, this paper will discuss the methodology used to answer the research question: *How has emotional and cultural intelligence contributed to our understanding of global leadership competencies?*

The conversation begins with key definitions and other terms used to describe global leader competencies. The methodology section is critical to the reader's understanding of the transparent method used in this systematic review. The general discussion section extracts the current discussion on Emotional Intelligence (EI) and Cultural Intelligence (CI) using the Global Leadership Competency (GLC) Model and Emotional Competency Inventory (ECI) as a guide to show the integration of EI and CI as key global leadership competencies. Finally, how these "soft skills" competencies are the most important one for a successful global leader.

Section I: Key Concepts Defined

1. Global

Global used interchangeably with the words international, multinational, and transnational (Jokinen, 2005). For the purpose of this discussion leader and manager, leader/leadership, and manager/management will have interchangeable meanings. Jokinen (2005) suggests that a global leader is "anyone having global responsibilities over any business activity and global leaders can also be found in lower levels of the organization" (p. 201).

2. Leadership

Hawkins, Dulewick, (2007); Dulewicz, Young, and Dulewicz, (2005) explored the relationship between emotional intelligence, leadership and job performance of officers within the Royal Navy and the Scottish Police Service and found that emotional intelligence contributed significantly to the overall leadership performance of the officers. Von Krosigk (2007) examines leadership effectiveness as exemplified through the life of Nelson Mandela during the tumultuous post-apartheid South Africa and found that Mandela possess highly developed self, his forgiving stance, his fairness and caring attitude are the hallmark of an exceptional leader. Von Krosigk (2007) suggests are "soft skills" of a leader that evoked admiration and respect from people around the world. Moreover, Harms and Crede (2010) conducted a meta-analysis on emotional intelligence as it relates to transformational and other leadership behaviors. They found positive support for emotional intelligence and transformational leadership when the source was self, subordinates, peers, or superiors (Harms and Crede, 2010). However, when multisource ratings

were used they found a moderate relationship between emotional intelligence and transformational leadership behaviors (Harms and Crede, 2010).

3. Emotional Intelligence

EI as Goleman (1995) defines it lies somewhere between the cognitive and the emotions. The original definition of EI is “a set of interrelated abilities” (Mayer, Salovey, and Caruso, 2008). There are EI models of intelligence discussed in the literature and each share a common core of basic concepts, such as the *ability to recognize and regulate emotions in ourselves and others* (Goleman, 1995; Macaleer and Shannon, 2002; Dulewicz and Higgs, 2003; Webb, 2009).

Gooty, Connelly, Griffith, and Gupta (2010) learned through their research, the definition of emotions, affect, and mood has been consistent throughout the literature; however, there is still ongoing debate on the true meaning of emotional competence (emotional intelligence). Their research makes clear that emotional capacities embody empathy, emotion regulation, and emotional intelligence. In addition, these researchers state that the disagreement on emotional intelligence centers on conceptualization and measurement of the constructs. It is beyond the scope of this paper to further the debate; however, it is clear that emotional intelligence has relevance as a required leadership competency.

Bay and McKeage (2006) and Seal, Boyatzis and Bailey (2006) building on the work of Goleman and Boyatzis suggest there are clusters of competencies that can be labeled as interpersonal clusters and relationship management clusters. They suggest that organizations have used emotional and social intelligence competencies successfully to improve performance.

4. Cultural Intelligence

Cultural intelligence was first presented by John Berry in 1982, recognized that general intelligence was largely a western construct and did not consider non-western cultures (Chin and Gaynier, 2006). Earley, Ang, and Tan (2006) suggest that cultural intelligence picks up where emotional intelligence leaves off. They propose that cultural intelligence embodies the construct of emotional and social intelligence. Early, et al. (2006) and Crowne (2008) both agree that cultural intelligence (CI) is defined as the ability to interact effectively in multiple cultures. CI described as a “multifaceted competency consisting of cultural knowledge, the practice of mindfulness, and the repertoire of behavioral skills” (Crowne, 2008). Cultural intelligence has four parts: meta-cognition, cognition, motivation, and behavior. Crowne (2008) suggests that a person high in CI will use all four parts in unison. Moreover, Crowne (2008) suggests that cultural exposure and experiences increase CI in individuals exponentially. Persons exposed to other cultures through education or experience develop a deeper understanding of another culture, thus elevating their own level of cultural intelligence. Finally, Earley et al. (2006) put forward that cultural intelligence is composed of three parts: 1) what you think and how you problems solve (strategic thinking); 2) what you do (motivation), and 3) how you act (behavior).

Alon and Higgins (2005) imply that “culturally attuned and emotionally sensitive global leaders need to be developed” (p. 501), confirming, as others have, the critical need to improve emotional and cultural intelligence among managers in all organizations, regardless of size. Alon and Higgins (2005) report a study done by Tracey Manning in 2003 that states, 85% of Fortune 500 firms will not have enough leaders, 65% of the companies stated their leaders needed additional skills, and some organizations have made errors by promoting ill-prepared individuals to international assignments. These researchers recommend companies should improve global leaders’ emotional and cultural intelligence by establishing development programs that provide adequate feedback and by allowing the global leader to acquire first-hand experience of both emotional and cultural intelligence competencies (Alon and Higgins, 2005). Additionally,

Ferres and Connell (2004) found in their survey of 448 employees that opposition to organizational change was less when employees believed emotionally intelligent leaders were managing them. The work of these researchers underscored the impact of emotional intelligence competencies of business leaders.

5. Competencies

David McClelland first introduced the concept of competencies in 1973. He questioned the validity of aptitude and intelligence testing, as these test did not accurately account for life's experiences and opportunities (McClelland, 1973). Competencies are behavioral characteristics of a person relative to certain personal traits, behaviors, skills, values, and knowledge (Dulewicz and Higgs, 2003; Jokinen, 2005).

6. Global leadership competencies

Jokinen (2005) suggests three areas of core global leadership competencies: 1) self-awareness; 2) engagement in personal transformation; and 3) inquisitiveness. Under each of these categories lie sub-competencies that provide an essential understanding of the major competencies needed in effective leadership across international borders.

- Self-awareness is the individual's ability to have a deep understanding of his/her emotions with insights into the person's strengths and weakness. Moreover, the individual has a firm grasp of his/her source of frustrations and coping mechanisms.
- Engagement in personal transformation describes an individual's personal drive for self-actualization. Jokinen (2005) describes this as a person who is open to change, has a willing attitude, and the ability to learn from the experience.
- Inquisitiveness suggests that the individual has a natural curiosity to learn and engage in a personal transformative experience by seeking information and feedback that support personal growth. This type of inquisitiveness allows individuals to step out of their comforts zones and acquire knowledge regarding other's cultural norms, values, and beliefs (Jokinen, 2005).

Jokinen (2005) suggests that self-awareness, engagement in personal transformation, and inquisitiveness form the core of the required leadership competencies and this leads to concrete mental characteristics of a global leader, to include optimism, self-regulation, social judgment skills, empathy, motivation, cognitive skills, and complexity and ambiguity.

Jokinen (2005) also suggests a set of behavioral competencies for global leadership as producing concrete actions and tangible results, such as:

- Social skills emphasize informal, person-to-person interactions;
- Networking skills is a social skill that creates and maintains formal relationships by building partnerships and alliances, and
- Knowledge as the technical aspect of the position most often referred to as the technical expertise.

Throughout much of the literature, there appears a common theme that leadership competencies are critical in both domestic and global leaders.

Conclusion

What this author and others are suggesting by the above-mentioned competencies is that successful global leaders possess underlying knowledge, skills, abilities, and other personality characteristics (KSAOs) that predispose them toward building global leadership competencies, and as such, these skills are necessary when developing managers with the right skills and attitude for the global leadership role. This present study suggests that leadership competencies fall in two broad categories that can be pinned to emotional and cultural intelligence. The next section will

describes the methodology of how this present study located appropriate research material to answer the research question “*How has emotional and cultural intelligence contributed to our understanding of global leadership competencies?*”

Section II: Methodology

7. Systematic Review

This is an evidence based research synthesis conducted on the constructs of emotional intelligence, cultural intelligence, and leadership competencies written in English, from 1990 through 2010 and accessible through electronic management databases similar to the approach taken by Reay, Berta, and Kohn, (2009). Evidence-based management is a recent phenomenon designed to make use of the best available evidence on a management topic that improves practice or informs policy (Reay, et al., 2009). Evidence-based management casts a wide net to include qualitative, quantitative, and mixed method research designs (Transfield, Denyer, and Smart, 2003). Appendix A illustrates the summary of the systematic review process.

7.1 Generation of Keywords listing

Table 1. Keywords listing

Cultural Intelligence
Cultural Intelligence AND Leadership competencies
Emotional Intelligence
Emotional Intelligence AND Leadership competencies
Cultural Intelligence AND Emotional Intelligence AND Leadership competencies

Table 1 shows the list of proposed keywords used in the search in the following electronic databases: ABI/Inform Complete, Business Source Complete, and Web of Science.

7.2 Abstract reviews and exclusion criteria

Table 2. Keywords and the subsequent results from the three electronic databases:

Keyword or keywords combination	ABI/Inform	Business Source Complete	Web of Science
Emotional intelligence	419	441	97
Emotional intelligence and leadership competencies	3	24	11
Cultural intelligence	28	20	35
Cultural intelligence and leadership competencies	1	5	3
Emotional intelligence and cultural intelligence and leadership competencies	1	3	3

Table 2 highlights the search techniques used in this systematic review.

In this present review, 56 articles met the inclusion criteria as listed below, removing duplications and articles that discussed work-life issues, the results are 36 articles met inclusion criteria. (see Appendix A for the summary review process).

7.3 Inclusion and exclusion criteria

Each of the above searches was limited to the following qualifiers:

- Salovey and Mayer first introduced date - 1990 through 2010 –This time span corroborates the introduction of the construct emotional intelligence in 1990.
- It was also reasonable to end the search in 2010 rounding out 20 years of published literature on the combination of emotional intelligence, cultural intelligence, and leadership competencies. Any journal articles with dates prior to 1990 are used sparingly and only to make a historical point.

- Full Text Only - this allowed access to the article.
- Hand-searched articles - these were articles discovered by the author during the review of articles present in the database search.
- English language - present author would be limited in review if the articles were in a language other than English.
- Academic Journal - a small measure of assurance that the article was peer-reviewed
- Article - limits to full articles and not book reviews or advertisements
- Business or Management database - this set boundaries around the requested data, as each of these terms EI, CI, and leadership competencies are in great numbers in the areas of psychology, education, medicine, etc.; therefore, it was necessary to limit to a manageable data set.

7.4 Quality Assessment

The author developed a personal assessment tool adapted from the template utilized by Reay et al (2009) to assess the quality of an article for inclusion in this review. See template as shown in Appendix B.

Section III: Discussion

8. Synthesis of results

This present view of the literature suggests there is a paucity of research written on EI and CI as it relates to leadership competencies and as such, represents a gap in our understanding of EI and CI as the catalyst to what this author calls “soft skills.” Moreover, the literature has recently begun to emphasize the convergence of EI and CI with respect to leadership competencies, and this is evident in the number of articles written between 2009 and 2010 (see Appendix C). Similarly, the top three peer-reviewed journals, *Organization Science*, *Cross Cultural Management*, and *Journal of Business and Psychology* (see Appendix D) have been the leading academic journals to publish research on these three constructs in tandem. This paper notes the contributions of the Global Leadership Competency Model (GLC) as a milestone in the development of a model with the potential utility for any global organization.

9. Global Leadership Competency Model (GLC)

Goleman’s Emotional Competence Inventory (ECI) four-prong model of self-awareness, self-management, social awareness, and relationship management juxtapose with the Chin and Gaynier’s GLC model (see figure 2) will show an overlap between Goleman’s ECI and the GLC Model. Presented graphically in figure 1 the overlay would reflect as such:

Figure 1. GLC Model using Goleman’s Framework

Goleman’s Framework	ECI	Self-awareness	Self-management	Social-awareness	Relationship management
GLC Model		Ignorance Awareness	Understanding Adaptation	Internalization	Appreciation Acceptance

The events of September 11, 2001 have triggered our conscious and unconscious awareness of other countries and other cultures; as Chin and Gaynier reported at the 2006 Midwest Business Administration Association (MBAA) Conference, globalization is demanding new leadership competencies (Chin and Gaynier, 2006). Their research culminated in the development of a conceptual framework called Global Leadership Competency (GLC) Model that shows the various stages of development of cultural intelligence (see figure 2). These researchers indicate that John Berry (1992) first argued that the notion of intelligence does not “capture the essential

richness of cultural context.” Berry further suggested that general intelligence was overly restricted and generally tested using western methods (Chin and Gaynier, 2006). What Berry and others are suggesting is that cultural intelligence must be adapted to the cultural group in which a global manager or leader is assigned.

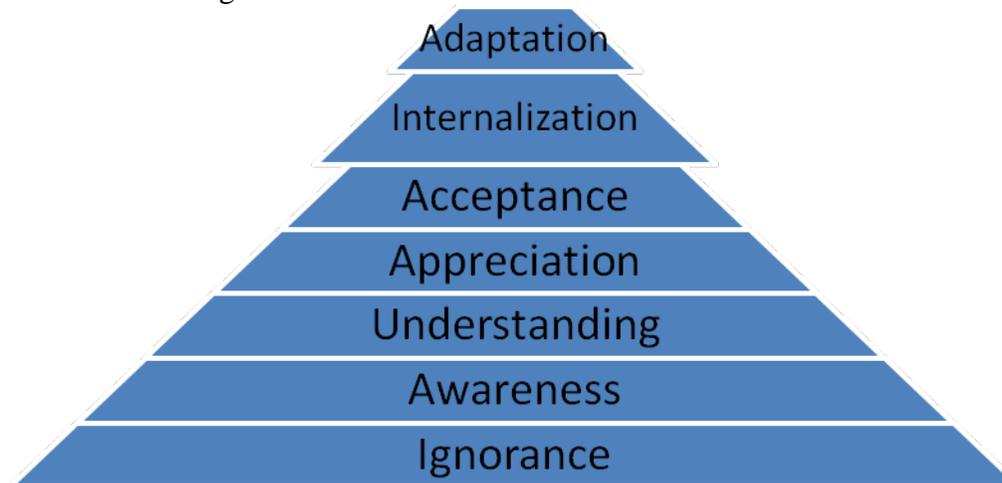


Figure 2. Global Leadership Competency (GLC) Model adapted from Chin and Gaynier, 2006

The Chin and Gaynier (2006) model is consistent with Goleman’s emotional competency inventory model (Watkin, 2000) in the area of self-awareness, self-management, social awareness, and relationship management and Earley’s et al. (2006) attributes of cognition, motivation, and behavior. Chin and Gaynier (2006) suggest that this model is not a leadership model; but rather, a model that focuses on the nature of cultural competencies and the requirements to be a “high-functioning global leader” (p. 7). The GLC model is a pyramid, which suggests a leader must master the lower level competencies before proceeding to the next rung on the pyramid. In fact, their research along with others provides similar views on acculturation into another culture. Deng and Gibson (2009) developed a conceptual framework of the factors that interact to produce successful global leaders in Australian-Chinese workplaces. This qualitative study used interviews of expatriate practitioners to determine the core set of cross-cultural leadership competencies that utilize transformation leadership, emotional intelligence, and cultural intelligence. de la Carranza and Egri (2010) study examines 122 Canadian small businesses and found that cultural intelligence of small business managers had a positive effect on organizational effectiveness. de la Carranza and Egri (2010) and Deng and Gibson’s (2009) findings suggest that there is a linkage between emotional intelligence, cultural intelligence, and leadership effectiveness. Deng and Gibson (2009); Service and Fekula, 2008) report, while emotional intelligence is important, cultural intelligence provides a more interpersonal perspective on leadership effectiveness. These authors suggest that organizations should focus on the global manager’s underlying cognition, motivation and behaviors and minimize the focus on technical expertise. In essence, Deng and Gibson’s research supports Chin, Gaynier, and Goleman’s work in that a global leader needs the interpersonal skills that demonstrate care and concern for those he or she leads.

9.1 Self-awareness

A few strands of research on leadership focused on the leader and follower; however, this stream of research focuses on the actions of the leader and as David Morand (2001) suggests one central task to leadership is the human relations skill, which includes the non-verbal aspects of communication. Morand (2001) posits that the ability to get along with people and develop trusting

relationship is a set of interpersonal communication competencies embedded in the emotional and cultural stream of research. Morand (2009) was interested in how facial expressions are valued in measuring nonverbal communication. The result of the Morand (2009) study support one tentacle of emotional intelligence in that emotional competency is recognition of emotions in others and self, as well as regulations of emotion. In fact, Esmond-Kiger, Tucker, and Yost (2006) suggest that 75% of management career derailment is a result of a lack of emotional competence. Sen (2010) acknowledged that self-awareness lie at the base of developing emotional intelligence adding additional support to the utility of the GLC model.

Nwokah and Ahiauzu (2010) acknowledged in their research that the seat of human emotions is in the prefrontal lobe of the brain. This area receives and sends information from all areas of the brain and act as a scanner of the environment regulating emotional activities throughout the brain (Nwokah and Ahiauzu, 2010; Service and Fekula, 2008). Moreover, these researchers suggest that emotional intelligence focuses on understanding our own emotions and that of others. While Nwokah and Ahiauzu (2010) agree in principle with Goleman's domain of emotional intelligence, they make one interesting note - emotional intelligence is a learned ability, which means the older one gets the greater their emotional intelligence becomes (Nwokah and Ahiauzu, 2010). Goleman and Boyatzis (2008) explain the benefit of emotional intelligence from a social biological perspective. Behavioral neuroscience has identified *mirror neurons* (described as cells that act and respond to others actions) which are widely dispersed throughout the brain. When we detect others emotions, it is these mirror neurons that reproduce these emotions. This is particularly important in a leader's emotion and actions of the followers (Goleman and Boyatzis, 2008).

Prati, Douglas, Ferris, Ammeter, and Buckley (2003) discussed emotional intelligence and the impact of leaders on team member effectiveness. They report in their research that emotional stability has a major impact on how teams are motivated toward some common goal. Prati et al. (2003) proposed a conceptual framework that suggests that the emotional intelligence of the leader can facilitate the emotional intelligence of individuals within the group (Prati et al., 2003). They further suggest that both the leader and the team member maintain self-awareness that is culturally sensitive to specific situations. Their work further supports the work of Goleman in that self-awareness of the emotions of self and others is an important component of emotional and cultural intelligence.

Abraham (2006) concurs with Nwokah and Ahiauzu where she reports that integrity, maturity, business acumen, and social skills are important traits and fall within the EI discussion. Abraham's writing from a practitioner's perspective recognize the cost associated with hiring entry-level graduates only to discover that most leave the company to seek external promotion rather than make a long-term commitment to the firm (Abraham, 2006). Abraham, (2006); Webb, (2009) support Goleman's framework and the GLC model in that self-awareness, self-regulation, and motivation are key competencies necessary for leaders and potential leaders alike. Abraham's work differed in previous work of EI in that her work was not designed to measure EI; but rather, to call on university educators to integrate EI skills within their courses, more of a holistic approach to educating the whole person and not just the primary discipline. Further, Müller and Turner (2010) developed a competency profile similar to Goleman's to examine the leadership competency of successful project managers using the Dulewicz and Higgs leadership profile. They identified soft leadership factors under emotional intelligence as influence, motivation, and conscientiousness as the construct seen in the most successful project managers (Müller and Turner, 2010; Geoghegan and Dulewicz, 2008). What they recognized in their research is that

leadership competencies must account for the cultural differences as well as the organizational structure. Inasmuch as our discussion on emotional intelligence has centered on the individual, one study extended its finding from the individual to the leader's ability to recognize emotions in a diverse group.

9.2 Self-management

Sanchez-Burks and Huy (2009) introduce the term *emotional aperture*, defined as the "ability to recognize the composition of diverse emotions in a collective" (p. 22). In this turbulent global environment, it is necessary that global leaders respond effectively to patterns of shared emotions. This research is timely, in that organizations are undergoing major changes due mostly to the changing global landscape, which means organizations must make strategic changes to business operations. Sanchez-Burks and Huy (2009) report that change requires a leader to manage the tension between employees when initiating a new business model. Their research notes that collective emotions in an organization formed in response to planned change extend well beyond the individual. Povah and Sobczak (2010) suggest there are five core elements of leadership that include intelligence, emotion, values, drive, and learning agility. The learning agility is the integrative factor that pulls each of the other core leadership elements into perspective. Povah and Sobczak (2010) posit the "hand and glove" analogy to describe the concept of a leader fit within an organization (p. 43). Their research suggests that a combination of emotion, values (self-regulation), drive (motivation), and learning agility (cultural sensitivity) are the core elements that encompass a global leader. Multinational organizations already in the global market and those wishing to enter do well to shore up the leadership competencies of their high performing managers to include emotional and cultural intelligence.

9.3 Social awareness

The more authentic the leader the more capable the ability to see inside themselves, focus on the people, and focus on the viability of the organization. Bunker and Wakefield (2004) writes that "now more than ever, soft skills are needed" in an environment where people are experiencing great change (p. 17). The Brownell (2006) study of competence based education in a United States based business school describes two categories of competences as common competencies (communication, human relations, and team dynamics), while distinctive competencies involve a person's character. Brownell (2006) argues that it is not enough to master the fundamental and observable competencies, that leadership development requires complex competencies to be successful as a global leader.

9.4 Relationship management

Nuttall (2004) echoes a known truth, in that "relationship is the first condition of being human" (p. 16). Nuttall suggests that good management is about "harnessing and optimizing interpersonal relationship" (2004, p. 16) and by doing so, a leader or manager who is able to form relationships within their organizations that motivates toward some common organizational goal is utilizing the relationship management competency. There is overlap between Goleman's relationship management and the GLC adaptation; however, each suggests that a leader must be confident in him or herself to form external relationships. This type of relationship suggests that a leader must be emotionally intelligent, where the leader has openness of mind, shares his or her feelings, perceives the environment, and makes accurate assumptions of the people and the changes likely to affect the people within organizations.

Moreover, Wong and Snell (2003) linked employee workplace effectiveness with emotional intelligence and suggest that organizations should place greater emphasis on emotional and cultural intelligence competencies than technical expertise, which further supports the notion

that development of interpersonal relationship at all levels of the organization is of significant benefit to the firm. Wong and Snell's (2003) review of the literature on workplace effectiveness provides insight into the importance of EI training in self-awareness and empathy as evidenced in the business practice of the United States Air Force and American Express. Further, Wong and Snell (2003) describe emotional construct as *emotional virtues* and find virtues help employees adapt to the social-emotional context of an organization.

Section IV: Implications for Global Leadership Development

10. Conclusion

Throughout the literature and certainly during this review important emphasis has been on developing leadership competencies. The early leadership theories focused on behaviors and traits of a leader and less emphasis on how to develop leadership competencies. The literature suggests that one can develop leadership competencies, which opens doors for organizations to recruit talented managers or leaders that may have average mental intelligence; yet, have high emotional and cultural intelligence. The current thoughts on emotional and cultural intelligence are consistent in that these two competencies are the backbones for global leadership. Goleman's Emotional Competency Inventory along with the Chin and Gaynier Global Leadership Competency Model has consistently illustrated the underpinning of emotional intelligence as soft skills necessary for leaders to become high performers. Additionally, global leaders who are adept in communicating to people of different cultures, able to build trust, manage their emotions, and recognize emotions in others are in fact utilizing what this author calls "soft skills." It is these "soft skills" that researchers suggest are the core elements of an effective global leader. Finally, the research question, "*How has emotional and cultural intelligence contributed to our understanding of global leadership competencies?*" was consistently supported throughout this current literature review with Goleman's conceptual framework of self-awareness, self-management, social awareness, and relationship management as the underpinning for the Global Leadership Competency Model. Companies who recognize and implement emotional and cultural intelligence training and development as a part of the firm's strategic plan will have a significant advantage over businesses who fail in this area.

11. Limitations

This review has a number of limitations that are inherent in this systematic review. Largely, the review was not exhaustive and thus excluded research in books, non-scholarly magazines, dissertations, etc. The second limitation is that this study focused explicitly on emotional intelligence, cultural intelligence, and leadership competencies where these constructs arranged in combination of emotional intelligence/leadership competencies and cultural intelligence/leadership competencies. The third limitation is the narrow focus, which was necessary in order to understand the literature stance on these constructs in tandem. Finally, the need for parsimony and manageability limited the number of databases selected. Despite these limitations, it became clear that there is a linkage between emotional and cultural intelligence to leadership competences.

12. Implication for Future Research

The review of articles revealed some overarching themes such as trust, honesty, ethical leadership, and integrity. These themes fall neatly under the emotional intelligence school of thought. Future research might consider the role of trust and emotional and cultural intelligence concerning effective leading. Certainly, in the wake of corporate scandals, ethical leadership, integrity, and emotions are other areas worth exploring.

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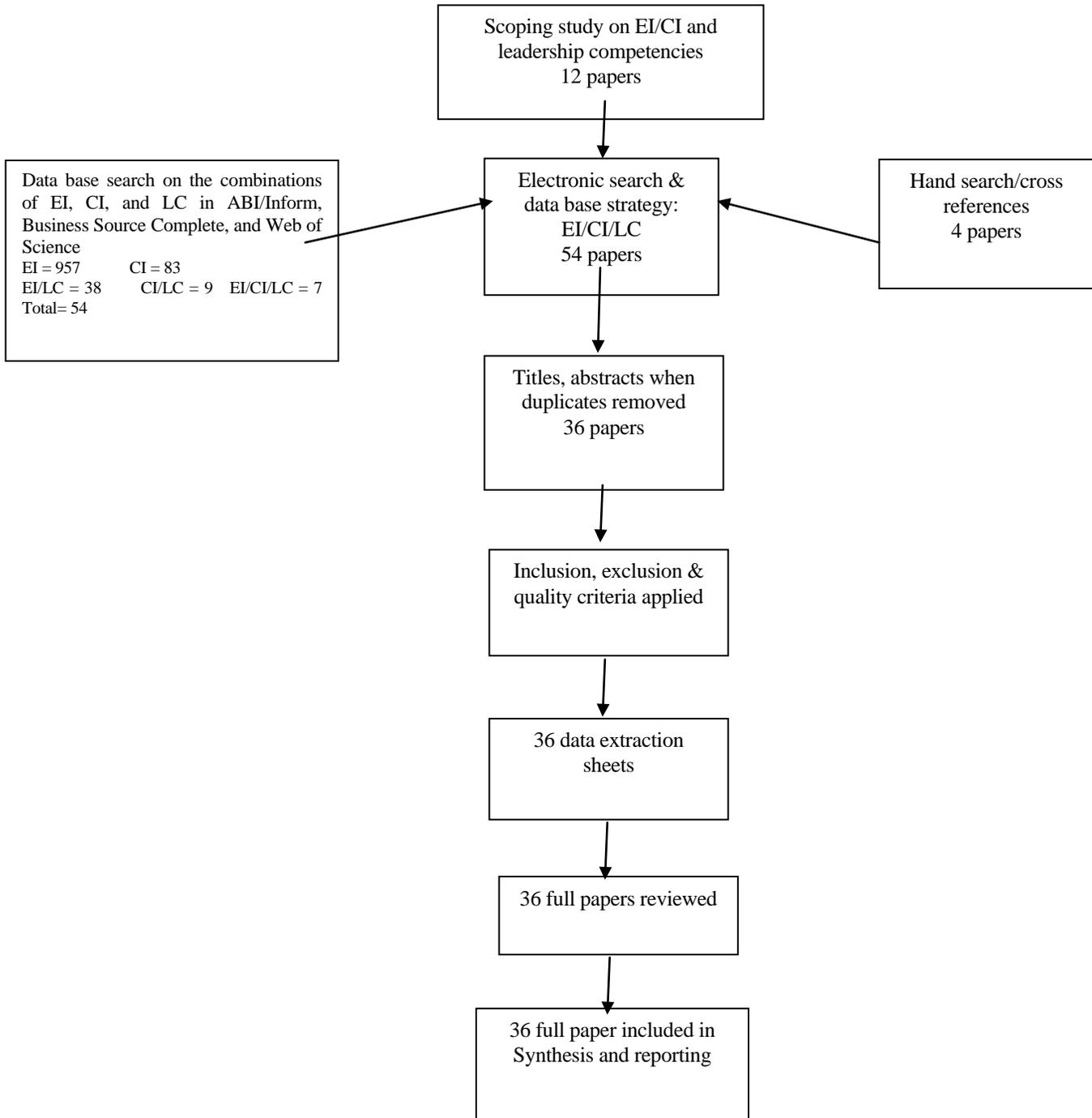
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Appendix A:

Summary of Systematic Review Process



Appendix A. Summary of systematic review process adapted from Rashman, Withers & Hartley (2009).

Appendix B: Personal assessment tool (Reay et al., 2009)

Column Title	Column explanation
Reference number	Record keeping
Author	Record keeping
Full citation	Record keeping
Country of origin	Record keeping/comparison
Emotional intelligence	Q: Does the variable show a relationship to leadership competencies
Cultural intelligence	Q: Does the variable show a relationship to leadership competencies
Leadership competencies	Q: Does the variable identify cultural or emotional intelligence as required leadership competencies
Relationship	Q: Is there a relationship between emotional intelligence/leadership competencies and cultural intelligence/leadership competencies and Emotional/cultural intelligences and leadership competencies
Inclusion criteria met	Q: Does this article address the construct of emotional, cultural and leadership competencies Q: Does this fit within the 1990-2010 timeframe
Article Purpose	Empirical research/literature review/theory review/theoretical framework or model/opinion piece/case study
Intended target audience	Executive, managers, policy makers, etc
Sector /Organization	Industry/organizational type
Level of analysis	Individual/organization/industry

Appendix C: Articles retrieved from each database per year 1990-2010

Emotional intelligence/Cultural intelligence/Leadership competencies-search variables				WOS-Web of science ABI-ABI/Inform BSC-Business Source Complete
Year	WOS	ABI	BSC	Total
2010	3	1	7	11
2009	6	4	4	14
2008	1	1	2	4
2007	1	0	2	3
2006	1	0	4	5
2005	0	0	1	1
2004	0	0	3	3
2003	0	0	3	3
2002	0	0	1	1
2001	3	0	4	7
2000	1	0	0	1
1996	0	0	1	1
	16	6	32	54

Appendix D: Published Journals

Published Journal	Total
Organization Science	7
Cross Cultural Management	6
Journal of Business and Psychology	6
Journal of General Management	3
Baltic Journal of Management	2
South African Journal of Business Management	2
Tamara: Journal of Critical Post Modern Organization Science	2
Business Renaissance Quarterly	2
International Journal of Organizational Analysis	2
Corporate Governance	1
The Journal of Management Development	1
International Journal of Project Management	1
Leadership Quarterly	1
Harvard Business Review	1
Human Resource Management	1
International Journal of Selection and Assessment	1
Management Revue	1
People & Strategy	1
Industrial & Organizational Psychology	1
Project Management Journal	1
SAM Advanced Management Journal	1
Organization Management Journal	1
International Journal of Business Insights and Transformation	1
Accounting Education	1
Management Accounting Quarterly	1
Employment Relation Today	1
Strategic Change	1
Leadership in Action	1
Human Resource Planning	1
Journal of Change Management	1
Journal of Healthcare Management	1